

1-1-1937

# Eastern State Normal School Catalog 1937-1939

Dakota State University

Follow this and additional works at: <https://scholar.dsu.edu/catalogs>

---

## Recommended Citation

Dakota State University, "Eastern State Normal School Catalog 1937-1939" (1937). *Undergraduate & Graduate Catalogs*. 52.  
<https://scholar.dsu.edu/catalogs/52>

This Book is brought to you for free and open access by the University Publications at Beadle Scholar. It has been accepted for inclusion in Undergraduate & Graduate Catalogs by an authorized administrator of Beadle Scholar. For more information, please contact [repository@dsu.edu](mailto:repository@dsu.edu).

STATE NORMAL SCHOOL

# EASTERN

MADISON, SOUTH DAKOTA

JULY, 1937

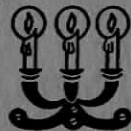
GENERAL CATALOG

1937-1938

and

1938-1939

A MEMBER OF THE  
AMERICAN ASSOCIATION OF TEACHERS COLLEGES  
AND ACCREDITED BY  
THE UNIVERSITY OF SOUTH DAKOTA



THE BULLETIN OF  
EASTERN STATE NORMAL SCHOOL

---

Volume XV	July, 1937	No. 7
-----------	------------	-------

---

Issued monthly. Entered as second class matter at the postoffice at  
Madison, South Dakota, under Act of Congress of August 24, 1912.

THE BULLETIN OF  
EASTERN STATE NORMAL SCHOOL  
Madison, South Dakota

GENERAL CATALOG

July, 1937

Vol. 15, No. 7

ANNOUNCEMENTS FOR

1937-1938

1938-1939

## CALENDAR—1937-38

### FALL QUARTER

September 6	(Monday)	Staff Conference
September 7	(Tuesday)	Registration, Fall Quarter
October 16	(Saturday)	EASTERN DAY
November 24	(Wednesday)	Fall Quarter Ends

### WINTER QUARTER

November 29	(Monday)	Winter Quarter Begins
December 17	(Friday)	Christmas Vacation Begins
January 3	(Monday)	Christmas Vacation Ends
March 4	(Friday)	Winter Quarter Ends

### SPRING QUARTER

March 7	(Monday)	Spring Quarter Begins
April 14	(Thursday)	Easter Vacation Begins
April 18	(Monday)	Easter Vacation Ends
May 29	(Sunday)	Baccalaureate Exercises
May 30	(Monday)	Memorial Day
June 2	(Thursday)	Commencement

### SUMMER SESSION, 1938

June 6	(Monday)	Registration, Summer Term
July 15	(Friday)	Summer Term Ends

## CALENDAR—1938-39

### FALL QUARTER

September 5	(Monday)	Staff Conference
September 6	(Tuesday)	Registration, Fall Quarter
October 15	(Saturday)	EASTERN DAY
November 23	(Wednesday)	Fall Quarter Ends

### WINTER QUARTER

November 28	(Monday)	Winter Quarter Begins
December 21	(Wednesday)	Christmas Vacation Begins
January 3	(Tuesday)	Christmas Vacation Ends
March 3	(Friday)	Winter Quarter Ends

### SPRING QUARTER

March 6	(Monday)	Spring Quarter Begins
April 5	(Wednesday)	Easter Vacation Begins
April 11	(Tuesday)	Easter Vacation Ends
May 28	(Sunday)	Baccalaureate Exercises
May 30	(Tuesday)	Memorial Day
June 1	(Thursday)	Commencement

### SUMMER SESSION, 1939

June 5	(Monday)	Registration, Summer Term
July 14	(Friday)	Summer Term Ends

## THE BOARD OF REGENTS OF EDUCATION

Eastern State Normal School, together with the other state educational institutions of South Dakota, is under the control of a Board of Regents of Education composed of five members who are appointed by the Governor, with the confirmation of the State Senate, for a term of six years. The Board has power to employ and dismiss members of the various faculties and other employees. Immediate control of each institution is largely in the hands of a special committee of the Board. The president and faculty of the institution, working with this special committee, determine the general organization policies for it.

Frank Cundill	Firesteel
(Term Expires in 1943)	
E. M. Mumford	Howard
(Term Expires in 1943)	
Edward Prchal	Burke
(Term Expires in 1941)	
W. S. Dolan	Milbank
(Term Expires in 1939)	
Harry N. Nissen	Yankton
(Term Expires in 1939)	

### OFFICERS OF THE BOARD

Edward Prchal	President
Harry N. Nissen	Secretary
W. H. Hinselman	Treasurer Ex-officio

### COMMITTEE FOR EASTERN

E. M. Mumford	Howard
Harry N. Nissen	Yankton

### STATE EDUCATIONAL INSTITUTIONS

University of South Dakota	Vermillion
South Dakota State College	Brookings
South Dakota School of Mines	Rapid City
Northern Normal and Industrial School	Aberdeen
Southern State Normal School	Springfield
Spearfish State Normal School	Spearfish
Eastern State Normal School	Madison

## THE STAFF

1936—1937

V. A. LOWRY.....President  
B. S., Purdue University  
Graduate Study, University of Iowa  
LL. D., Dakota Wesleyan University

ETHEL G. AKEY.....Supervisor  
A. B., A. M., Colorado State Teachers College

MARY ANN BALL.....Supervisor  
A. B. and additional study, Iowa State Teachers College  
A. M., Columbia University

MRS. HORTENSE L. BLEWITT.....Dean of Women  
Eastern State Normal School

JOHN F. BURNS.....Science and Mathematics  
A. B., Columbia College  
A. M., University of Wisconsin

EARLE CONNETTE.....Public School Music  
B. S., Indiana State Teachers College  
M. S., Indiana State Teachers College  
Graduate Study, Indiana University

ETHEL F. CROOKS.....Business Manager  
B. B. A., University of Minnesota  
Graduate Study, University of Southern California

P. M. DELLER.....Supervisor  
B. A., Dakota Wesleyan University  
Graduate Study, University of Colorado

GENEVIEVE DORNEY.....Art and Drawing  
B. S. in Ed., Kansas State Teachers College (Hays)  
Special Study, Chicago School of Applied Art, Kansas City  
Art Institute, and Chappell School of Art  
A. M., Columbia University

LOIS M. DRAKE.....English and Journalism  
B. S. in Ed. Northeast Missouri State Teachers College  
B. J., University of Missouri  
Graduate Study, University of Missouri

## MADISON, SOUTH DAKOTA

5

CLEO ESSER.....Stenographer  
Nettleton Business College

MRS. GLADYS FAIR.....Supervisor  
A. B., A. M., Colorado State Teachers College

KATHLEEN FIELDS.....Supervisor  
A. B., A. M., University of Iowa

WILMA LESLIE GARNETT.....Director of Training  
A. B., Iowa State Teachers College  
A. M., University of Iowa  
Graduate Study toward Ph. D., University of Iowa

GERTRUDE GILL.....Education  
Ph. B., A. M., University of Chicago  
Additional study, University of Chicago and University of California

LEONTINE GIRAUD.....Supervisor  
B. S. in Ed., Eastern State Normal School  
Graduate Study, University of Minnesota

MAY C. HOGAN.....Education  
A. B. and A. M., Colorado State Teachers College  
Graduate Study toward Ph. D., University of Colorado

RICHARD C. HOLDORF.....Assistant in Business Office  
B. B. A., University of South Dakota

MRS. ESTHER R. HOWARD.....Physical Education (Women)  
A. B., Iowa State Teachers College  
Graduate Study, University of Southern California

VERA I. JOHNSON.....Supervisor  
B. A. and A. M., University of Washington

AGNES A. KINGSTON.....English and Education  
Ph. B., University of Wisconsin  
A. M., Columbia University

CLARA I. KNUTSON.....Supervisor  
Moorhead State Teachers College  
University of Colorado  
Columbia University  
University of Minnesota



- ELLA LORENTZEN.....Principal, Washington School  
B. A. in Ed. and A. M., University of Minnesota  
Additional study at University of Denver
- MRS. RUTH H. LOVETT.....Supervisor  
A. B., Colorado State Teachers College  
Graduate Study, Colorado State Teachers College
- HENRY LOWSMA.....Science and Mathematics  
A. B., Hope College  
M. S., Massachusetts Agricultural College  
Ph. D., University of Wisconsin
- JAMES S. MCKENZIE (absent on leave).....Public School Music  
B. S. in Music, Kansas State Teachers College (Emporia)  
Graduate Study, Kansas State Teachers College
- ALICE M. MONTGOMERY.....Registrar and Director of Placement  
A. B. Northwestern University  
Graduate study Northwestern University and University of Chicago  
A. M., Columbia University
- LENA J. MYERS.....English and Dramatics  
A. B. and A. M., University of Illinois  
Graduate Study, Radcliffe College  
Ph. D., University of Illinois
- BERNICE NELSON.....Secretary to the President  
Kansas Wesleyan University  
B. S. University of Missouri
- LAWRENCE N. PEASE.....Manual Arts  
B. S. in Indus. Ed., Bradley Polytechnic Institute  
Graduate Study, University of Minnesota
- E. W. PETERSON.....Social Science and Dean of Student Affairs  
A. B., Grinnell College  
A. M., University of Iowa  
Graduate Study, University of Chicago, Columbia University, and University of Wisconsin
- FREDA RASMUSSEN.....Supervisor  
A. B., University of South Dakota  
Graduate Study, University of Chicago

- G. V. REYNOLDS.....Physical Education (Men)  
B. S. University of Illinois  
Graduate Study, University of Wisconsin
- MRS. GRACE SCHAEFFER.....Supervisor  
B. S. and A. M., University of Minnesota
- C. E. SEAR.....Superintendent, Eastern Campus School  
B. A., Gustavus Adolphus College  
Graduate Study, University of South Dakota
- ARLOWENE SHELDON.....Librarian  
B. S., University of Minnesota  
Graduate Study, University of Minnesota
- A. E. SWAN.....Education, English, and Speech  
Northwestern University  
B. S., University of Minnesota  
Graduate Study, University of Minnesota
- MARY WADDEN.....Foreign Language and Social Science  
A. B., Northwestern University  
A. M., Columbia University

## HEALTH SERVICE

- R. A. WESTABY.....College Physician  
B. S. Loyola University  
M. D., Loyola University  
Fellow of the American College of Surgeons
- FLORENCE BOFENCAMP.....College Nurse  
R. N., McKennan Hospital

## GROUNDS AND BUILDINGS

- CLAUDE TYRRELL.....Superintendent of Buildings
- GEORGE MACGREGOR.....Superintendent of Plant and Grounds

## GENERAL INFORMATION

### HISTORY

Eastern State Normal School—the oldest institution primarily for the training of teachers in South Dakota—was established by an act of the Legislative Assembly of the Territory of Dakota on March 5, 1881. Through the efforts of C. B. Kennedy, it was located at Madison, the citizens of the town agreeing to buy and donate to the territory one quarter section of land one mile from the city limits as a building site. Later this site was thought inappropriate, and a twenty-acre lot within the city limits, donated by Mr. Kennedy, was selected.

R. C. McAllister of Madison was instrumental in securing from the legislature of 1883-84 an appropriation for the first building. Work began on the structure in 1884 and in November of that year, after a second appropriation for it had been made, the building was finished. Meanwhile school had begun on December 5, 1883, in the public school building under the direction of C. S. Richardson from Waterville, Maine. The school moved into the new structure on November 2, 1884. On February 4, 1885, this first building was destroyed by fire.

In the following month the citizens of Madison voted to issue bonds to the extent of \$25,000 for the purpose of rebuilding the destroyed structure and finishing a dormitory. West Wing was erected from the proceeds of the sale of these bonds, and it is today one of the main buildings on the campus. Gradually other buildings—East Hall, a structure having three stories and a basement, which is used as a dormitory for women; East Wing; the Gymnasium; the Training School; and the Power House (all constructed of quartzite or brick)—have been added. The most recent addition to the working equipment was the Washington School, which was constructed in 1924; but this building belongs to the city and is located about two blocks from the campus.

Eastern has a period of fifty-six years of continuous service to the state in her background. In 1931 the fiftieth anniversary of the founding of the institution was celebrated; in 1935 the fiftieth graduating class passed through her portals.

The institution has more than one hundred and fifty alumni in the field who hold the bachelor's degree and who have proved more than ordinarily successful as teachers in both elementary and high schools, and it has produced thousands of graduates of the one-year and two-year courses who are successful teachers. With the return of prosperity to the state, it is hoped that the four-year status will be restored to Eastern, in order that

she may be unhampered in her work of preparing the best possible teachers for South Dakota schools and that she may continue to offer a college education to many worthy young people who under present conditions are being deprived of one.

### GROUND, BUILDINGS, EQUIPMENT, AND SERVICES OFFERED

Eastern State Normal School is located about four blocks from the business section of Madison, near the north end of Egan Avenue, which, running north and south, divides the city into two parts. Here, on a beautifully landscaped campus of twenty acres are situated the six college buildings, which are built of the strikingly attractive South Dakota quartzite and brick.

### EAST HALL

Eighty-six young women can be lodged in East Hall, the dormitory, which is a four-story structure placed near the east boundary of the campus. The basement of this large building contains the dining room, kitchen, cold storage room, storerooms, and laundry. Gaily colored curtains, a tiled floor, and neat, spotlessly clean tables make the dining room a charming place.

The first floor of the dormitory contains a suite of rooms for the use of the matron of the Hall; two large parlors containing a grand piano, a radio-victrola, and chairs and davenports; two small parlors; a guest room; and service rooms.

The second and third floors contain the bedrooms of the girls. Both single and double rooms are provided. Furniture is appropriate and sanitary. The rooms are well heated in winter and cool in summer. Every effort is made to cause them to be thoroughly comfortable. All rooms have hot and cold running water. The young women living in the Hall provide their own bed linens, towels, curtains, and similar accessories, but laundry is done without charge to them.

### LIVING IN EAST HALL

A deposit of \$2.50 is required to reserve a room at the dormitory. Any person who has reserved a room and who wishes to surrender that reservation must notify the Business Office or the Dean of Women at least a week before the opening of school. If such notice is not given, the deposit shall be forfeited. All deposit fees on rooms occupied shall be held by the institution until the end of the school year, or until the depositor leaves the dormitory, as a deposit against undue wear or breakage.

The physical comfort and moral welfare of the young women living in the dormitory is looked after in every possible way. All freshman women whose homes are not in Madison are required to live there unless they are given special permission by the administration to live elsewhere.

A nurse, a cook, and several maids are employed to spend their time ministering to the comfort and looking after the health of the girls. A matron, who is also dean of women and adviser to all the girls in the college, tries to see that all have entertainment and recreation, and that all make the adjustments to their environment which are necessary. As few rules as possible are imposed on the residents of the Hall, every effort being made to get right responses voluntarily from the young women.

### ROOM RENT AND BOARD

During the depression a number of students have had the idea that they could live more cheaply in furnished rooms, where they could do light housekeeping by bringing supplies from home, than they could live in East Hall. In a few cases that may be true; however, the administration feels that unless it is absolutely necessary, young women should not live off the campus.

Expenses at East Hall have been reduced until there is little difference between dormitory prices and light housekeeping prices. However, there is a great difference in the accommodations, nourishing quality of the food served, heating, general comfort, and the control of environmental conditions so often necessary in the case of young women away from home for the first time. The young women living off the campus often miss a part of their college life because they fail to get acquainted with fellow students and to participate in the various types of wholesome recreation planned for all students.

Room and board at East Hall for 1937 will range in cost from \$57.00 to \$60.00 per quarter.

### EAST WING

Next to East Hall on the west stands East Wing, which contains the administrative offices, including those of the president, the registrar, the business manager, and the publications division. The book store, the library, the auditorium, and dramatics and music studios are also located in this building.

The library at Eastern is of special interest to all students. It occupies about half the basement and half the first floor of East Wing. In the base-

ment section are located the storerooms for old books, newspapers, and magazines, and the office of the librarian. On the first floor are the main reading room and book stacks.

Eastern's library contains more than 18,000 volumes and is one of the four largest college libraries in the state.

The auditorium, while not as large as auditoriums in some other colleges, is equipped with a stage, a grand piano, comfortable chairs, and is beautifully decorated and acoustically excellent in every respect.

### WEST WING

The third building from the east boundary is West Wing, the oldest building on the campus. Although it was erected in 1886, repairs have kept this building in good condition. The manual training department is located in the basement of West Wing. On the first and second floors are classrooms and an exceptionally well equipped biology laboratory.

### THE GYMNASIUM

This fourth building contains one of the best floors for indoor athletics to be found in the state, a completely new floor having been installed during the winter of 1933-34. In addition, the building contains dressing rooms, shower baths, and the usual equipment for physical education classes.

Additional facilities for physical education classes are the tennis courts directly north of the Gymnasium, which are never unoccupied during the spring and fall, and the athletics field where football games are played. This field, known as Trojan Field, was leveled and planted to grass in the spring of 1934 and is now one of the most beautiful fields in the state. Trojan Field lies directly back of East Hall and East Wing.

In the basement of the Gymnasium are the chemistry classrooms and laboratory. This laboratory, as well as the physics laboratory in the basement of the Campus School and the biology laboratory in the West Wing, is exceptionally well-equipped.

### THE GARDEN THEATER

Formally laid out west of the Gymnasium is the Garden Theater. Here beautiful high hedges shut in an enclosure large enough to seat more than



two thousand persons, and outline an orchestra pit and wings on the large stage. During the spring and summer, plays, band concerts, field meets, and various public programs are given here.

### THE POWER HOUSE

Directly back of East Wing and in an almost exactly central position on the campus is the Power House, which furnishes heat for all the buildings on the campus. When the plant is in operation, part of the electricity is also manufactured here.

### THE CAMPUS TRAINING SCHOOL

This building, one of the finest in the Northwest, houses the elementary school and junior high school in which college students do practice teaching. The pupils are brought to the campus by busses from Lake Center School District, and the school is handled so as to give student teachers experience in rural and consolidated school teaching.

By a working agreement between the Lake Center District Board and the college, a senior high school known as Eastern High School is also housed in the Campus School. No practice teaching is done in the senior high school, however.

The Campus School contains twelve large classrooms, eight small classrooms, eight offices, a large auditorium, and three domestic science rooms for the use of the elementary and high school pupils and their teachers, a typewriting room used by high school and college students, and a physics laboratory and classroom for college students.

### THE WASHINGTON SCHOOL

This training school building was erected by the city of Madison. By agreement with the college it serves as a public school for children living in the ward in which it is located, and as a model school in which students in the college may obtain experience in practical teaching under expert supervision. It is under the joint control of the college and the Board of Education of the city of Madison.

Washington School is located about two blocks southeast of the campus. It has every modern convenience for serving the children and the teachers of the eight grades and kindergarten which it houses. It contains eight large and ten small classrooms, an auditorium, and a gymnasium, in addition to offices and a kitchen where light refreshments may be prepared for meetings such as the Parent-Teachers Association holds. More than two hundred and fifty children are enrolled.

### TRAINING AT EASTERN

The training schools at Eastern comprise a laboratory where prospective teachers have teaching experience under the watchful eye of a supervisor. Students in the one-year course spend twelve weeks observing, making lesson plans, conferring with supervisors, and teaching. During this period they must spend five clock hours each week in actual teaching. In the two-year course students give twenty-four weeks to this work.

In Washington School prospective teachers have an opportunity to get experience in teaching in a graded system; in the Campus School they get experience in rural and consolidated school teaching. Since more than four hundred children are enrolled in the two schools, an exceptional opportunity awaits the prospective teacher who attends school here and is really anxious to learn how to teach.

By comparing the plan in operation at Eastern with the plans used in many colleges, it will immediately be seen that Eastern's plan actually gives the preparation needed by the teacher. Focusing the attention entirely on academic subjects and giving only a smattering of professional work in a hit-or-miss manner will not produce graduates who are good teachers. Neither will permitting them to do their practice teaching under uninterested or poorly prepared supervisors. Because Eastern has long recognized that teaching is a profession and has made provision to give real teaching experience as a part of a teaching course, she has built up her reputation for producing excellent teachers.

### THE PLACEMENT BUREAU

Eastern maintains a Placement Bureau to serve graduates seeking positions. Graduates may register at any time between January 1 and August 1. This membership lasts for two years, and there is no fee for this first registration. A small annual fee (one dollar) is charged for re-registration. This is a service charge to meet the expense of assembling further data and of mailing credentials. Graduates who have contributed to the Student Loan Fund and who have thereby retained membership in the Bureau do not pay the fee for re-registration.

### OFF-CAMPUS SERVICE

In her effort to serve her section of the state well, Eastern offers as many off-campus services as possible. A letter addressed to Pres. V. A. Lowry or to the Publications Office will bring the information desired in regard to any of the following named services:

**Speakers.** The institution is prepared and glad to suggest staff members for speeches at Parent-Teachers Association meetings, commencements, and similar programs; judges for declamatory and oratorical contests, newspaper contests; essay contests; and officials for various kinds of athletics contests. Engagements for work of this kind will be filled in most cases for traveling expenses or traveling expenses plus a small fee.

**Correspondence Study.** For the convenience of its students and teachers in the state, Eastern maintains a correspondence study division. This type of study has proved especially popular during the depression as a means of renewing teaching certificates. A special bulletin listing the courses offered by correspondence will be sent on request. Every effort is being made to conform to standards set by national accrediting agencies in conducting this division, and to make the courses offered as like as possible to those given in residence.

**Publicity.** The people of South Dakota who support this Normal School should be given an opportunity to judge for themselves as to whether or not the institution is fulfilling the purpose for which it is intended. High school graduates, also, who are ready to choose a profession should have the advantages of the teaching profession placed before them. For this work the publicity division is maintained.

### ACTIVITIES AND ASSOCIATION

The successful teacher must understand people and be able to work with people. She is called upon to give programs, to manage school papers, to train pupils for public speaking contests, to speak at Parent-Teacher Association meetings, and in other ways to contribute to the community life.

At attempt is made at Eastern to give prospective teachers an opportunity to participate in organizations and activities which will prepare them to handle similar work in their classrooms. The activities in the institution are therefore numerous.

### THE STUDENT SENATE

The function of the Student Senate is to serve as an intermediary between the faculty and the students in the management of the campus life of the latter. The Senate is composed of a president, vice-president, and secretary-treasurer, all of whom are elected from the Student Body. The presidents of the two classes are also ex-officio members of the Senate, and each class elects one representative.

### CHORUS

Chorus work is open to all. Because a knowledge of music and the ability to sing is so fundamental to all teaching, students are urged to take an active part in the activities of the college chorus.

### DRAMATICS

Two courses in which students learn the the artistic principles involved in staging plays and designing suitable settings, costumes, and properties are offered. An opportunity to gain experience as actors is also given through the various plays produced each year.

### DELTA PSI OMEGA

A chapter of this national honorary dramatics fraternity has been established at Eastern. Its purpose is to foster and increase interest in dramatics. Requirements for membership are active interest and participation in dramatics as an actor, director, stage manager, property manager, costume director, or designer of state settings and lighting effects for plays given on the campus by students.

### PUBLIC SPEAKING

Since the ability to speak in public is needed by every teacher, Eastern has for more than ten years fostered an interest in debate and public speaking, in connection with regular collegiate courses in speech. The school is a member of the South Dakota Forensics Association, composed of ten higher education institutions, and in tournaments arranged by the Association and by Pi Kappa Delta, Eastern regularly maintains a position of leadership.

### PI KAPPA DELTA

Pi Kappa Delta is a national honorary forensic fraternity for students excelling in debate, oratory, or extemporaneous speaking. Before a student is eligible for membership he must have represented the college in one or more competitive forensic contests. During the years since 1930, when the Eastern chapter of Pi Kappa Delta was established, an extremely high record for victories in Pi Kappa Delta national and provincial tournaments has been earned by Eastern student members. During part of this time the institution has ranked sixth in the United States, and during the remainder, tenth in the United States. Eastern is the only two-year institution in South Dakota or in the United States to have a chapter of Pi Kappa Delta. The only trophy cup ever won in national competition by any South Dakota college was won by Eastern in 1930.

### THE TROJAN FORUM

A local speech organization similar to Pi Kappa Delta in its aim is the Trojan Forum. Membership is gained by representing the college in some phase of speech work.

### JOURNALISM

Journalism courses offered are designed to equip students to handle school papers and to understand elementary points in connection with school publicity.

### THE EASTERN

The Eastern, a bi-weekly newspaper, is published by journalism classes. It gives students experience in working on a publication, and helps to unify the student body by giving students news and opinions from every corner of the campus. In national contests The Eastern has ranked high. In 1935 it won medalist honors in the national contest conducted by the Columbia Scholastic Press Association of Columbia University, New York. In 1936 it won first place in the nation in its class for its handling of news. Students studying journalism gather and write the news, read copy and proof, write headlines, and make up the paper. All of this experience is valuable to them as prospective teachers.

### THE HEALTH SERVICE

During the last ten years the Health Service at Eastern has proved very efficient. There have been no epidemics of any kind, the few which seemed imminent having through prompt action on the part of the administration and the school physician been warded off.

Every student who comes to Eastern is required to take a physical examination at the beginning of each year. Defects are carefully noted at the time of the examination and recommendations in regard to treatment are made. If the defects are too serious to permit the student to become a teacher, he is advised to take up some other type of work. This physical examination is helpful in three ways: It informs the intending teacher of existing physical defects of which he may be unaware; it shuts out the unfit from the college and therefore cuts down disease epidemics; it shuts out the unfit from the school room by not permitting them to prepare to teach.

At the present time the services of a school nurse and a school physician are available to all students at no cost except the health fee paid by all students at the beginning of each term. The amount of care given by these health officers is unlimited except in cases where hospitalization is needed; then the individual student is called upon to pay his own hospital bills.

Regular physical education classwork is required of all students except those who have a constitutional handicap of some sort. Remedial exercises are given such students when possible.

### ATHLETICS

Many forms of athletics are encouraged at Eastern. The school is a member of the South Dakota Intercollegiate Conference, and men students engage in intercollegiate football, basketball, and track contests.

### THE "E" CLUB

The "E" Club is a voluntary organization with a membership among the men of the college who distinguish themselves in intercollegiate contests. The aims of the organization are to encourage all men in the institution to participate in varsity athletics, to further true sportsmanship, and to promote the best type of social atmosphere on the campus.

### WOMEN'S SPORTS AND PHYSICAL EDUCATION

Physical education classes for women include many types of activities, from calisthenics and the forms of exercise known as "regular gym work" to tap and esthetic dancing and special remedial exercises. Special emphasis is placed upon games suitable for the playground and upon managing children through play. Special types of sports which are popular are hockey, basketball, indoor baseball, volley ball, and tennis.

### THE WOMEN'S ATHLETICS ASSOCIATION

This organization stimulates the interest in women's sports. Annually it sponsors the awarding of letters and emblems to women who win distinction in athletics, and jointly with the "E" Club sponsors one of the large parties of the year.

### SOCIAL AND RELIGIOUS LIFE

The social life of the college is promoted in as many wholesome forms as possible, for it is realized that the old adage "All work and no play makes Jack a dull boy" applies as well to the college student as to any other person. Occasional "social hours" at which dancing is permitted, and frequent all-school parties, furnish recreation of the type enjoyed by all young people. Picnics and lyceum programs also furnish entertainment, relaxation, and social contacts.

Religious atmosphere is supplied by a close cooperation of the institution with the churches of Madison. At the beginning of each year lists of students, with their church affiliations or preferences, are sent to the



various pastors in the city. Each church then undertakes to interest and hold its own group. During the first or second week of the fall term each church entertains for its student group and thus establishes contacts.

#### KAPPA SIGMA IOTA

This local honorary fraternity chooses its members on a basis of scholastic attainments. During most of the year it is inactive, but reunions are held in the form of a luncheon meeting on Eastern Day, a party of some kind during Christmas vacation, and a dinner on the night before Commencement each year.

#### THE ASSOCIATION FOR CHILDHOOD EDUCATION

This club, formerly known as the Kindergarten-Primary Club, has a membership among students who plan to do primary teaching. It holds meetings of a semi-professional nature once a month, and is affiliated with the state organization of the same name.

#### THE O. S. T.

This organization is a local club composed of students who are prospective primary teachers and who are especially interested in story-telling. In 1934-35 this group sponsored, under the leadership of women faculty members, a project of story-telling for children in the primary grades which was very successful, and projects of this type have been continued since.

#### TRADITIONS

Every institution builds about itself customs; as these customs become time-honored they are known as traditions. Some of Eastern's traditions are anniversaries; others are simply established habits of behavior.

Eastern Day is one of the best loved traditions at Eastern. On this day, which is set each year on some Saturday in October, as many alumni as can do so return to their Alma Mater for reunions with classmates. On the preceding Friday night an outstanding program of some kind is given which is followed by a pep meeting, bonfire, and snake dance. On the day itself there is a football game; a tea at East Hall; a dance in the Gymnasium at night; and special organization breakfasts, lunches, and dinners. Eastern Day festivities will be in charge of students beginning in the fall of 1937.

Other traditions exist in regard to the annual class fight; the wearing of green caps by freshmen; no smoking on the campus; and the sponsoring of certain types of programs, such as proms, by certain classes and organizations.

## SCHOLARSHIPS, PRIZES, AND LOANS

### STUDENT ASSISTANTSHIPS

In order to qualify for an assistant scholarship in the library, a student must complete at least one quarter of work as an apprentice in the library. Apprentices must meet the scholastic requirements set for student assistants. Further information may be obtained from the librarian.

### THE MARY METCALF CONTEST PRIZES

The Madison chapter of the W. C. T. U. each year administers an effective speech contest, the prizes for which are made possible by the income received from a portion of the estate of the late Mary Metcalf which was set aside for this purpose. By the terms of the contest, each speaker must speak on some phase of the betterment of conditions of prohibition. Four cash prizes are awarded to the winners in the contest: First prize, \$20; second prize, \$15; third prize, \$10; and fourth prize, \$5. The contest speeches may be either memorized or extemporaneous.

### THE STUDENT LOAN FUND

Several thousand dollars have been accumulated from which funds are available as loans to students who prove themselves worthy. These funds are administered by a faculty committee. One-year students should not request loans unless their scholastic records are especially good and they have completed two quarters of work at Eastern. The maximum loan will not be granted to students in their first year nor to those whose academic standing is below average. Loans will not be made to students transferring from other institutions until one quarter of work has been completed at Eastern. Applications for student loans should be made at least thirty days in advance of the quarter for which the loan is desired. Loans are usually limited to the amount of the tuition and fees for one quarter.

The Madison Branch of the American Association of University Women has changed its scholarship award to a loan fund which is added to each year.

The Christine Schultz P. E. O. Memorial Fund is now also administered as a loan fund. In January, 1929, the local chapter of P. E. O. contributed to Eastern \$50, the gift of Fred Schultz to P. E. O. in memory of Christine Schultz, deceased. A report of the work this money is doing is sent to the local chapter of P. E. O. each year.

### SELF-HELP

No student who is totally without funds should plan to attend college at Eastern. Enough to pay the first quarter's expenses—say \$100—should be available for a student's use before he registers.

There are a limited number of positions available to students who wish to earn part of their expenses while in residence here. Those who understand typing and shorthand are much better equipped for jobs, but there are a few places for students who do not understand these. All students who desire work for part of their expenses should write to Pres. V. A. Lowry.

As it is extremely difficult for students who do outside work to make creditable progress in their studies, it is suggested that students who find themselves unable to attend without working to support themselves should take less than full work and complete their courses in summer sessions. No student benefits himself professionally who works so hard on outside duties while in school that he fails to show what he can do in the classroom and thus earns low grades.

### EXPENSES

The cost of attending school at Eastern is very low, as a comparison of the following charges with those listed in catalogs of other institutions will show:

*Tuition and fees, per year (three quarters).....	\$100.00
(Included in this are the activity and health fees, all laboratory fees and textbook rental).	
Fall quarter, \$34.00; winter quarter, \$33.00; spring quarter, \$33.00	
**Room and board (East Hall—\$57.00 to \$60.00 per quarter)	
three quarters, maximum.....	180.00
Total cost to the average student.....	\$280.00

### Extra Charges for Some Students

***Tardy enrollment fee.....	\$ 2.00
Instruction in Voice, Piano, or other instrument:	
One lesson per week per quarter.....	12.00
Two lessons per week per quarter.....	20.00
Piano rental, one hour per day per quarter.....	2.00

\*The tuition and fees are charged every student registered and are payable absolutely in advance. The fees include the activity fee, the health fee, all special fees formerly charged for courses in science, art, etc., and the amount charged pays the rent for textbooks, a subscription to the college paper, admission to all athletics games, lyceum courses, and special programs. Laboratory manuals and special notebooks are secured by the students at additional cost as needed.

\*\*Laundry as well as board and room is included in this amount.

\*\*\*The tardy enrollment fee is charged those students who register after the regular work of the term has begun and pay their fees late.

### EASTERN'S STANDARDS

This school desires to deal with a highly select group of students only—students with good health, high native intelligence, special teaching interest and ability, leadership qualities, a sense of humor, and a basic desire to render social service.

The institution therefore requires three things of each student: Good scholarship, a natural aptitude for teaching, and good conduct. Students unable or unwilling to meet these requirements or to cooperate in their development, will be asked to withdraw whenever, in the judgment of the staff, the general welfare demands it.

The teaching profession at present has a great many certificated persons in its ranks who are either unfitted by nature for the work or have no basic or continued preparation for it. This condition, with the tendency for persons prepared for other professions to fall back upon teaching in a period of unemployment, or depression, and the tendency of some institutions and teachers' agencies to suggest "blanket application" by all teachers holding certificates for certain available positions, has given the public a false idea of the over-supply of teachers. Conditions are now changing, not only because of the operation of economic law, but because of the tendency everywhere to stiffen requirements and eliminate the poorly prepared.

It is Eastern's earnest desire to send out good teachers into the schools of the state. The institution will continue to scrutinize carefully each student's record, conduct, and special ability, and sympathetically try to insure, so far as may be possible, highly select and well-prepared teachers.



## ADMINISTRATION AND ORGANIZATION

### ADMISSION

Graduates of four-year high schools are admitted upon presentation of their credentials signed by the superintendent or principal of the school attended. Students who have not had a full high school course should present their cases to the registrar for special consideration.

Students from non-accredited high schools are required by a regulation of the Superintendent of Public Instruction to take an entrance examination.

### CREDITS

All credits toward graduation are counted as "quarter hours". A "quarter hour" is granted for successful completion of a subject recited on one day a week for twelve weeks.

### THE DAILY PROGRAM

The average schedule of classes is fifteen quarter hours per week. By this is meant that a student with such a schedule spends fifteen hours per week in class. For each class period he is expected to spend two hours in preparation. Students having a "B" average may carry 17 hours of work.

### WITHDRAWALS FROM CLASSES

During the first two weeks of a quarter a student who finds it necessary to change his registration may do so by securing permission from the Registrar. A student is not released from class attendance until the change has been made in the Registrar's office. The Registrar will notify the instructor when a student has been officially dropped from his class. Until such notification is received, the instructor will assume that the student is a member of the class.

**Unofficial Withdrawals.** Any student who withdraws from a class without following the aforementioned procedure through to the correction of the records is subject to suspension from the institution, and a grade of "F" in the course dropped will be recorded against him. Students withdrawing from a course during the last six weeks of the quarter, except for administrative reasons, will receive a grade of "F" in the course.

### FAILURES MUST BE MADE UP

No student will be graduated with a mark of "F" or "I" standing against his record except by special permission of the Executive Council.

### NON-REGISTRATION

No student will receive credit for a course unless he is officially registered for it.

### MARKING SYSTEM

**Satisfactory Work:** Four grades are used to indicate satisfactory work, provided the requirements for grade points outlined below are met. These are: "A," "B," "C," and "D."

**Unsatisfactory Work:** A grade of "I," "E" or "F" indicates the work has been unsatisfactory for some reason. "I" is given only for work which is incomplete because of excused absences. "E" means a "Condition," and indicates the student must do additional work before receiving a grade carrying credit. The condition must be removed during the following term. When the work is made up, a grade not higher than "D" may be given. "F" is given for work so poorly done that it must be repeated in class in order to yield credit.

### GRADE POINTS

To be eligible for graduation, a student must earn one and one-half times as many grade points as there are term-hour credits required in the course from which he wishes to graduate; for example, a two-year course graduate must have 90 hours of credit and 135 grade points.

Grade points are counted as follows:

- A—4 grade points for each hour of credit
- B—3 grade points for each hour of credit
- C—2 grade points for each hour of credit
- D—1 grade point for each hour of credit
- F—Minus 1 grade point for each hour of credit

### GRADE POINTS FOR GRADUATION OR TRANSFER

To be recommended for graduation (or certificate) or transfer to any other institution as a student in good standing, all deficiencies in grade points must be made up.

### DELINQUENT PAYMENT OF BILLS

If a student is delinquent in the payment of any bill due the college, credits will be held up for certification and transfer until the bills are paid or the credits are released by administrative action.

### REFUND OF FEES

Refund fees paid are made in accordance with the following rule of the Board of Regents:

Students withdrawing for good cause before the end of the first week after registration are entitled to have all tuition and fees refunded. Students withdrawing later for good cause are entitled to have refunded ninety per cent of all unearned fees and tuition, less the sum of \$3.00 in each case, which shall be retained; but no refund of fees or tuition shall be allowed after the expiration of the first half of the term or semester. Students withdrawing after having paid room rent in advance are entitled to a refund of ninety per cent of the unearned portion, with the provision that all refunds have the approval of the president of the institution.

### THE QUARTER SYSTEM

The work of the year is divided into three quarters of twelve weeks each, and one summer term of six weeks. If the demand for work is sufficient to make it worth while, a second summer term of six weeks may be offered. It is thus possible for students to enter in the early fall, winter, or about June 1. Students should not plan to enter school during the spring quarter without first consulting the registrar.

### THE SUMMER SESSION

Beginning the first part of June and running until about the middle of July, the summer session at Eastern offers teachers in the state an opportunity to complete curriculums and earn additional credits toward advanced certificates and diplomas. Almost without exception all the courses offered during the regular year are offered during the summer session, and it is possible, by attending two summers consecutively, to earn a full year's credit in a subject.

### THE PLAN FOLLOWED

The average amount of credit which may be earned in the six weeks of the summer session is nine quarter hours. In order to allow time in which to complete the work ordinarily done in a quarter, the recitation periods of the summer session are lengthened. Students needing to earn nine hours of work in order to renew first grade certificates may earn them during one summer session.

### SPECIAL SUMMER COURSES

Each summer Eastern makes an effort to enrich the work offered by planning courses for which teachers feel an actual need. Many of the

courses offered during the last few summers have been based upon the new State Course of Study; others have been of special value to teachers interested in activities in their schools.

### LIVING

The most pleasant place in Madison in which to live during the summer is East Hall, where the rooms are cool and comfortable and there is plenty of softened hot and cold water for all purposes. Here, close to classes and the library, young women have exceptional advantages. The tennis courts and the beautiful, landscaped campus are exceedingly attractive in summer. The large, cool parlors are also inviting as places in which to chat and entertain guests. Board in the Hall dining room is nourishing and adapted to the needs of the residents of the dormitory during hot weather. All young women living in the dormitory take their meals in the dining room.

### EXPENSE OF THE SUMMER SESSION

To students who live at East Hall, the entire cost of attending summer school has been between \$47.50 and \$50.00 for the last four years. It is not expected that this cost will advance materially during the next two sessions, although there may be some advance if food prices increase noticeably. The cost for the session of 1936 included \$29.00 for board and room for the six weeks; \$15.00 for tuition; and \$6.00 for incidental and book fee; total, \$50.00. Entertainment is provided all students without extra charge, and laundry is also provided residents of East Hall without extra charge.

### ENTERTAINMENT

For several years it has been the plan to provide entertainment of as outstanding quality as can be obtained for summer school students. Nationally and internationally known lecturers, pianists, violinists, dramatists, singers, and impersonators have given programs which have been universally praised. All have been brought to the campus at no little trouble and expense in order to give summer session students pleasure and inspiration during their stay. No program has cost students anything in addition to the incidental fee. It is the intention to continue to provide high-class programs of this kind in future summer sessions.

Other types of entertainment are also provided during the summer. The usual social program for Eastern students—which includes picnics at Lake Herman, theatre parties, and social hours—will again be carried out. There are also local programs to attend, many of which are given in Eastern's beautiful Garden Theater.

## THE TWO-YEAR ADVANCED DIPLOMA COURSE

The Advanced Diploma Course, which prepares for teaching in grade schools and in junior high schools, can be finished in two years following completion of an approved four-year high school course. Students who complete this course are recommended for the State Certificate. Ninety-six quarter hours of credit are required for graduation from this course.

### CONSTANTS

Arts and Crafts.....	4 hours
100—Industrial Art.....	2 hours
120—Industrial Art.....	2 "
Education .....	20 "
100—General Psychology.....	4 hours
101—Introduction to Teaching.....	3 "
202—Child Psychology.....	3 "
221—Training .....	5 "
222—Training .....	5 "
English .....	12 "
110, 111, 112—Composition.....	9 hours
209—Children's Literature.....	3 "
Science and Mathematics.....	3 "
106—Arithmetic .....	3 hours
Social Science.....	6 "
105—South Dakota History and Civics.....	2 hours
220—American Government.....	4 "
240—Geography .....	4 "
Physical Education.....	4 "
105—Hygiene .....	2 hours
110—Physical Education Methods.....	2 "

Total Constants....53 hours

### VARIABLES

Education .....	4 hours
121—Language Arts, Primary.....	4 hours
122—Language Arts, Upper Grade.....	4 "
Music .....	4 "
101—Sight Singing (Required of primary and lower intermediate) .....	2 hours
112—Methods of Appreciation.....	2 "
Science and Mathematics.....	8 "
108—General Botany.....	4 hours
109—General Zoology.....	4 "
111, 112—College Algebra.....	8 "
230, 231, 232—Physics.....	12 "
120, 121, 122—Chemistry.....	9 "

Total Variables....16 hours

### ELECTIVES

Twenty-seven hours must be elected from the following fields to make a total of ninety hours: Arts and Crafts, Commerce, Education, English, Foreign Language, Music, Physical Education (Girls' Organizations and Coaching) Public Speaking and Dramatics, Science and Mathematics, and Social Science and History.

## THE ONE-YEAR FIRST GRADE CERTIFICATE COURSE

The First Grade Certificate Course may be finished in one year following graduation from an approved four-year high school. This is a specialized rural school course, and most of those who finish it take positions in rural schools. Upon completion of this course students are recommended to the State Department of Public Instruction for the First Grade Certificate, valid for two years of teaching. A minimum of forty-eight hours is required to complete this course.

Arts and Crafts.....	2 hours
100—Industrial Arts.....	2 hours
Education .....	16 "
100—General Psychology.....	4 hours
101—Introduction to Teaching.....	3 "
120—Language Arts.....	4 "
131—Training .....	5 "
English .....	12 "
110, 111, 112—Composition.....	9 hours
209—Children's Literature.....	3 "
Music .....	2 "
101—Sight Singing.....	2 hours
Physical Education.....	4 "
105—Hygiene .....	2 hours
110—Physical Education Methods.....	2 "
Science and Mathematics.....	3 "
106—Arithmetic .....	3 hours
Social Science.....	6 "
105—South Dakota History and Civics.....	2 hours
240—Principles of Geography.....	4 "
Total....45 hours	

Two or three hours of work from the following courses must be elected to meet the minimum requirement of forty-eight hours:

S. M. 100: Agricultural Biology.....	3 hours
S. S. 104: Current History.....	1 "
P. S. 105: Effective Types of Speaking.....	2 "
A. C. 120: Industrial Art.....	2 "
Music 112: Methods of Appreciation.....	2 "



Certificates bear the date of issuance and expire two years from July 1 nearest the date of issuance. These certificates may be renewed for a period of five years, except for the first grade certificate, which is renewed for three years. For the first renewal of a certificate the applicant must present evidence of successful teaching experience in the state of South Dakota of at least twelve months during the period covered by the certificate. For the second and subsequent renewals the requirements are as follows: (1) The applicant must present an official transcript showing that he has earned six semester or nine quarter or term hours of college credit since the certificate was last renewed, from an accredited normal school or college. (These credits may have been earned either by extension work or school attendance.) (2) a statutory fee of five dollars (\$5.00) for a state certificate renewal and two dollars (\$2.00) for a first grade certificate renewal must accompany the application; (3) a recommendation from city or county superintendent under whom the applicant has his recent teaching experience must also accompany the application.

For the reinstatement of a certificate the six semester or nine quarter or term hours must have been earned by school attendance within the past three years. The first renewal of a certificate after reinstatement will hereafter be treated as a second renewal of said certificate.

## DESCRIPTION OF COURSES

Note: In the following lists of courses the number that follows the dash indicates the number of quarter hours the course yields; for example, "100-2" means that the course is numbered 100 and that two hours of credit are given for successful completion of the work.

### ARTS AND CRAFTS

**Aims:** To gain for the prospective teacher an appreciation of fine and industrial arts and to prepare teachers of these special subjects for the elementary schools and junior high schools.

**Plan:** In addition to the basic two-hour courses in art and drawing required of all one-year and two-year students, a teaching sequence in industrial arts or in fine and applied arts may be selected. In addition to the content courses, students specializing will be expected to register for the Materials and Methods course pertaining to the special field and also for Education 223-5 (Training in Arts and Crafts).

#### Fine and Applied Arts

**100-2: Industrial Art.** A general course including outlines, problems in free-hand drawing and lettering, paper cutting and construction, water-

color work, clay modeling, and toy-making suitable for Grades I to VIII. This course is required in all certificate courses.

**120-2. Industrial Art.** This course follows Industrial Art 100, the emphasis, however, being on processes with the common tools. The course is planned especially for rural teachers but will be found very useful and interesting for anyone. The work includes projects in wood, metal, and concrete as well as painting, simple finishing, and soldering. The student is given experience in constructing such things as window boxes, bird houses, playground equipment, aquariums, hectographs for duplicating, shelves, and cupboards, as well as simple repair work.

**200-2. Craft and Design.** Creative design in black and white to be worked out in block prints, batiks, leather, wood, reliefs, tempera, and transparent water color.

**201-2. Craft and Design.** A continuation of Arts and Crafts 200.

**202-2. Craft and Design.** A continuation of Arts and Crafts 201.

**203-2. Art for the Primary Grades.** Easel painting, crayon and chalk drawing, and construction for Grades I, II, and III. Prerequisite: Arts and Crafts 100 or its equivalent.

**204-2. Art for the Intermediate Grades.** Problems in drawing, painting, design, and group work following the interests of children in Grades IV, V, and VI. Prerequisite: Arts and Crafts 100.

**205-2. Art for Junior High School.** Perspective, commercial design, costume and interior design, form in three dimensions, and elementary handicrafts. Prerequisite: Arts and Crafts 100.

**206-2. Clay Modeling.** A course in clay modeling of animals, figures, and bas-relief.

**207-2. History and Appreciation of Art.** Painting, sculpture, architecture, and the graphic arts are studied for appreciation and understanding.

**208-2. History and Appreciation of Art.** A continuation of Arts and Crafts 207.

**210-2. Puppetry.** The construction of Fisk puppets, marionettes, and properties suitable for presenting a play. Each person is required to take part in a performance.

**Industrial Arts**

**101-4. Woodworking.** The proper care and use of common woodworking tools, including saw filing. Professionalized subject matter, outside readings, and reports.

**102-2. Wood Finishing.** A very necessary course for industrial arts teachers. The student learns to apply seven or eight standard finishes for various woods. No prerequisite.

**103-2. Upholstery.** The principles of good upholstery are taught and the student is required to do at least one sewed-edge spring seat job. No prerequisite.

**104-2. Sheet Metal.** A carefully planned course to prepare teachers for handling this unit in a general shop of the junior high school. No prerequisite.

**105-3 to 5 hours. Advanced Woodworking.** Design and execution of advanced projects involving turning, carving, inlaying, upholstery, etc. Prerequisite: Arts and Crafts 101.

**109-4. Mechanical Drawing.** A course in beginning drawing outlined especially for students taking fine and applied arts. The first half of the course is identical with that of Arts and Crafts 110, but mechanical perspective and lettering are substituted for the second half. No prerequisite.

**110-4. Mechanical Drawing.** A beginning course in drawing with special emphasis on the correct use of instruments in order to lay a thorough foundation for speed and accuracy in later work. Geometric construction; free-hand lettering; orthographic sketching and projection; revolution; sections; true length. Fifteen plates for credit.

**111-4. Mechanical Drawing.** Intersections of solids; sheet metal drafting, including transition pieces involving triangulation and true lengths; perspective; isometric; the helix and applications; conventional representation of screws, bolts, pipe fittings, etc. Prerequisite: Arts and Crafts 110.

**112-4. Mechanical Drawing.** A continuation of the previous courses in drafting. Machine drawing, assembly and detail, special representations, moving parts, gears, cams, etc. Prerequisite: Arts and Crafts 111 or equivalent.

**113-3 to 5 hours. Architectural Drawing.** A beginning course in architectural drawing. Plans, elevations, building details; blue-prints of a small

residence or other building required for credit. Prerequisite: Arts and Crafts 110.

**214-2 to 4 hours. Materials and Methods in Industrial Arts.** A brief survey of the history of industrial or manual arts in education; present aims for junior and senior high school; selection of appropriate units; the arrangement of material within the unit; grade placement and time apportionment; the preparation of job sheets and lesson plans; objective testing; equipments; shop planning.

**COMMERCE**

**Aims:** To offer to prospective teachers and junior college students training which will be of practical value to them.

**100-2. Typewriting.** A study of the touch system of typewriting for beginning students. Attainment of typewriting ability for personal use is stressed. Attention is given to outlines, themes, stencils, records, lesson plans, letters, and office forms and office procedures.

**200-2. Advanced Typewriting.** A continuation of Commerce 100. Students who have had one year of typewriting in high school will be admitted to this course.

**EDUCATION****The Professional Program**

The professional program offered at Eastern provides for a one-year curriculum and a two-year curriculum in teacher-training. These curricula are designed to make provision for the development of the integrated personality in those who are to teach in the schools of South Dakota.

The training schools offer to students opportunities to observe superior teaching and to participate in teaching under wise guidance. Students in the one-year course are required to make and report upon at least eighteen clock hours of observation, and to earn five hours of credit in teaching. Two-year students are required to make and report upon at least eighteen clock hours of observation, and to earn ten hours of credit in teaching.

Each student teacher is assigned to a daily period of teaching ranging from forty-five to sixty minutes. Through meetings, lesson plans, reports, directed case work with children, and observation, the student teacher is directed by supervisors in the learning of professional techniques in the teaching of children.



In the training schools students have opportunities to teach basic subjects; to help with playground supervision; to attend Parent-Teacher meetings; to observe teaching in all eight grades; to participate in the extra-curricular activities of the training schools, including social and athletics programs; to help with school clinics; to learn how to organize school materials and how to take care of physical conditions of the classroom, including school housekeeping; to take part in meetings of teachers; to do professional reading in connection with school work; to direct plays; to stimulate creative work; to learn something of school newspapers and publicity work; to learn to meet parents; and to learn how to make reports.

**Aims:** The specific aims of the professional courses in education offered in this school are: (1) To give a proper basis in psychology for an understanding of mental development; (2) to provide specific training in the art and science of teaching in the various lines of work selected by the prospective teachers; (3) to give such an understanding of the ultimate purposes of education as to make significant every phase and part of the work.

**General Plan:** The work in education and training constitutes the center, as it were, of the entire program of studies in the curricula offered for the preparation of teachers. All other courses articulate more or less directly with those in this professional field. Mathematics, physical education, music, art, and all other subjects are given with the needs of the future teacher uppermost in mind. The courses in psychology, techniques of instruction, and student teaching provide the functional media for integrating each academic subject with the program of child and student-teacher development.

#### GENERAL COURSES

**100-4. General Psychology.** This course in psychology aims to give the student a fundamental understanding of basic principles of psychology and of how to make use of these principles in guiding the learning of children. Required of all students.

**101-3. Introduction to Teaching.** This course makes specific application of the principles of psychology to teaching. Type lessons are studied, plans are written, and parallel observation is carried on in the training schools. This course will be taught functionally in the training schools.

**120-4. Language Arts.** This course gives special attention to the problems of the techniques of primary and intermediate reading, including phonics, pre-primer work, the mechanics of reading, silent and oral reading and selection of texts, with a comprehensive view of the more advanced

grades. It is intended to give, also, a preparation for the teaching of the language arts, including spelling and composition (both oral and written). Required in the First Grade Certificate Course.

**121-4. Language Arts.** For the primary and lower intermediate grades.

**122-4. Language Arts.** For the upper grades.

**200-1. Story Telling.** This course gives a background and develops standards for the selection of stories and poems for primary and lower intermediate grade children. Students become acquainted with suitable stories of present-day writers as well as traditional materials. Simple rules for story-telling are explained, and actual practice in story-telling is given.

**202-3. Child Psychology.** In this course all ages of children, from kindergarten through junior high school, are studied. The course is in part a laboratory course, the training schools being the laboratory. Attention is given to both normal and exceptional children. Testing, measuring, recording data, and applying principles of psychology are important phases of the work. Required of all students in teacher-training. Prerequisite: Education 100.

**228-4. Advanced Primary Techniques.** This course gives special attention to the problems and materials of primary subjects. Prerequisite: Education 120.

**229-4. Advanced Upper-Grade Techniques.** The aim of this course is to acquaint the students with materials and procedures for teaching effectively upper-grade subjects. Prerequisite: Education 120.

**230-4. Integrated Curriculum.** This course is intended for second-year students who are interested in learning how to apply the activity program in their teaching. It will give briefly the background and philosophy of integration and the activity method. The greater part of the work will be devoted to planning and organizing materials with emphasis upon classroom application and evaluation of results.

**231-4. Integrated Curriculum.** This course is the same as Education 230, but it is designed for the primary grades.

#### Observation and Teaching

(Some specialization in education is made possible through the various types of observation and student teaching which may be undertaken.

Teaching may be taken on the primary, intermediate, or lower and middle junior high school levels. Each student in training is expected to teach both the tool subjects and social or cultural studies. He may also elect to give part of his student teaching time to teaching in such special fields as art, physical education, music, speech, case work, industrial art, creative expression, dramatics, and science. Participating and cooperative types of practice in teaching are given).

**131-5. Training.** This is a major course in observation and training, for teachers preparing to teach in the rural schools. Required of all students taking the First Grade Certificate Course.

**221-5. Training.** This is a major course in observation and training. It is given in all lines of specialization. Required of all candidates for the Advanced Diploma.

**222-5. Training.** A continuation of Education 221. Required of all candidates for the Advanced Diploma.

**223-(). Training.** Students who desire specialization in addition to their regular training may register for this course in their special fields. Such registration is permitted upon the recommendation of the instructor in the special field and with the approval of the director of training.

**241-1. Directed Observation.** This is a course, usually offered in the summer session only, which gives to students an opportunity to observe and evaluate, in conference with the instructor, teaching procedures exemplified in the training school.

## ENGLISH LANGUAGE AND LITERATURE

**Aims:** The aims of the courses in English Language and Literature are: (1) To provide basic training in English for all teachers; (2) to provide more extended and specialized training for those who plan to teach English. Every instructor should have the ability to express himself accurately and clearly. The specialist should also possess a general knowledge of the field, an appreciation of the different types of literature, and an understanding of the means of imparting his knowledge and appreciation to students of the grade he is planning to teach. He should also be prepared to direct one or more of the activities allied with English.

### English Language

**110-3. Freshman Composition.** The purpose of this course is to teach

the average student to write clear, simple, and effective prose. The more concrete aims are: To reveal common errors, to provide for removing these errors, to improve the student's diction, and to give practice in the gathering and organizing of material. The course includes a review of grammar, study of rhetorical principles and supplementary illustrative specimens, and the composition of frequent themes. Required in all curriculums.

**111-3. Freshman Composition.** A continuation of English 110. Prerequisite: English 110.

**112-3. Freshman Composition.** A continuation of English 111. Prerequisite: English 111.

**Sub-Freshman English.** Students who in the entrance tests reveal inadequate preparation in English Composition are required during the fall quarter to attend class two additional hours each week in English 110 without additional credit. If the deficiency is not removed by the end of the quarter, the division makes provision to look after it.

**115-1. Use of the Library.** A course intended to give students a working knowledge of the college library.

**200-4. Advanced Composition.** This course, which is designed to furnish much additional practice in writing, demands a higher literary quality in the selection and treatment of material. All forms of discourse are considered with the exception that argumentation is limited to the informal argument of the editorial. Readings illustrate the types assigned.

### Journalism

**120-3. News Writing.** The aim of this course is to acquaint students with newspaper style and to equip them to handle school publicity. The class work consists of study of newspaper style, the gathering and writing of news, and the problems of producing a paper. The college paper is used as a laboratory for the course.

**121-3. News Writing.** A continuation of English 120. During this term a study of copyreading, proof reading, and the writing of headings is made. Feature stories are also studied. Prerequisite: English 120.

**122-3. News Writing.** A continuation of English 121. During this term the student is required to take over a measure of responsibility for the college paper. Prerequisite: English 121.

**123-1. The School Paper.** This course is designed to fill a need felt by teachers who publish a hectographed, mimeographed, or hand-written school paper. It deals with the problems in connection with such a project, including methods of handling the gathering and preparation of material, make-up and arrangement, and methods of duplicating. An effort is also made to give an elementary understanding of what constitutes school news from the standpoint of the newspaper.

**220-2. Editing.** A study of editorial problems. Students in this course are expected to assume a major part of the responsibility for the college paper. Special attention is paid to the editorial, make-up, feature story, and the problems of producing the college paper. Prerequisite: English 120, 121, 122.

**221-2. Editing.** A continuation of English 220. Prerequisite: English 220.

**222-2. Editing.** A continuation of English 221. Prerequisite: English 221.

#### English Literature

**205-3. Survey of English Literature.** The literature itself, with the literary history only as a background, is read so that students may receive training in interpretation and appreciation. The first quarter's work takes up English literature from its beginning and carries the study through the sixteenth century. This course is a basic course for all other English courses.

**206-3. Survey of English Literature.** A continuation of English 205. This second quarter is concerned with English literature during the seventeenth and eighteenth centuries. Prerequisite: English 205.

**207-3. Survey of English Literature.** A continuation of English 206. This third quarter is devoted to study of English literature of the nineteenth century. Prerequisite: English 206.

**209-3. Children's Literature and Story Telling.** A study of the literature for children of the grades. The course includes the Mother Goose rhymes, fairy stories, fables, myths, poetry, realistic stories, nature stories, and romance cycles and legends. Principles of selection are considered as well as organization of materials for type units. Modern writers and their stories and poems are emphasized. The class work of the course is intended to cover the general field. Each student is required to do extensive collateral reading in the particular field of his specialization.

**211-4. The English Novel.** After a survey of the critical problems of fiction, the history of the English and American novel will emphasize important periods, major novelists and their works, and outstanding types. A few novels will be studied intensively; others, including foreign novels, will offer subjects for outside reports.

**212-4. Survey of American Literature.** This course will follow the development of American poetry, prose, and drama from the Colonial period to 1890. Much attention will be given to readings illustrative of the various types and representative of the best authors.

**213-4. Introduction to Shakespeare.** The greatest of Shakespeare's histories, comedies, and tragedies will be read as a background for a more intensive study of the plays. Some attention will also be given Shakespeare's life, development, and methods of technique.

**214-4. Literature of the Middle West.** The literature of our own section of the country, with its many well-known literary figures, both in the past and in the present. This literature deserves careful study because it is original, native, and authentically American, and because it has influenced the course of American literature as a whole. All types will be considered—the poetry of Sandburg, Masters, and Lindsay; drama; short stories; and novels.

#### FOREIGN LANGUAGE AND LITERATURE

**Aims:** The aims of the courses in Foreign Language and Literature are: (1) To develop within the student an appreciation of the French civilization and its contributions to world progress, and (2) to give the student the ability to read, write, understand, and speak the language.

#### French

**110-4. French I.** A study of grammar and simple translation composition. Drill in sentence formation and pronunciation by means of victrola records.

**111-4. French I.** A continuation of Foreign Language 110. French grammar. Special drill on conjugation of verbs. Practice in conversation and translation.

**112-4. French I.** Continuation of Foreign Language 111. French grammar. Translation of selected readings. Practice composition, story telling, and oral reports.

**210-4. French II.** A study of the French short story. Practice in writing the short story. Composition and advanced grammar.



211-4. **French II.** A study of the French one-act play. Practice in writing the one-act play. Composition and advanced grammar. Study of articles in French magazines.

212-4. **French II.** A study of French classics—selections from the works of Daudet and Dumas. Composition and advanced grammar. Practice in writing and telling stories. A study of idiomatic French as used in modern French compositions.

### MUSIC EDUCATION

**Aims:** To develop appreciation of and ability in music, and to prepare teachers in the various phases of public school music.

#### Public School Music

101-2. **Sight Singing and Methods.** This course is planned to meet the requirements of candidates for the First Grade Certificate. It includes the study of music fundamentals, sight singing, ear training, elementary methods, and materials, and applies them directly to song material that will be useful in graded and ungraded schools.

111-4. **Sight Singing and Methods.** This course is planned to meet the requirements of candidates for the Advanced Diploma. It combines Music 101 with Music 112.

112-2. **Methods of Appreciation.** Planned to meet the needs of the primary, intermediate, and grammar grades in developing a more intelligent appreciation of music.

201-2. **Advanced Sight Singing.** Emphasis is placed on two-, three-, and four-part singing. Prerequisite: Music 101 or 111.

221-2. **Intermediate and Grammar Grade Methods.** Planned to meet the various note-reading problems common to grades IV to VIII, problems of the adolescent voice and its care, the testing and classification of voices, and the selection of suitable materials. Prerequisite: Music 101 or 111.

#### Theory of Music

203-1. **Instrumental Conducting.** The technique of the baton; score reading and interpretation; consideration of the problems in the organization of instrumental groups; and the selection of appropriate materials. Study is also made of the transportation of instruments and the part each plays in the organization.

204-1. **Choral Conducting.** The technique of the baton; choral interpretation; consideration of the problems in the organization of choral groups and the selection of appropriate materials. Prerequisite: Music 101 or 111.

210-2. **Appreciation and History.** A non-technical course which aims to prepare for intelligent listening to musical programs and to build up a repertory of music which should be the possession of every generally cultured person. A brief survey is made of the history of music up to the seventeenth century. No prerequisite.

211-2. **Appreciation and History.** A continuation of Music 210, although there is no prerequisite. A study is made of the lives and music of famous composers since the time of J. S. Bach.

#### Private Lessons

230- () **Voice.** One hour of credit, one lesson per week; two hours of credit, two lessons per week. Enrollment can be at any time, but in order to yield credit, the work must cover the equivalent of one quarter's work.

231- () **Piano.** One hour of credit, one lesson per week; two hours of credit, two lessons per week. Enrollment can be at any time, but in order to yield credit, the work must cover the equivalent of one quarter's work.

232- () **Band and Orchestral Instruments.** One hour of credit, one lesson per week; two hours of credit, two lessons per week. Enrollment at any time, but in order to yield credit, the work must cover the equivalent of one quarter's work.

#### Group Activities

10, 11, 12. **College Choir.** One-half hour of credit granted for each quarter of work.

20, 21, 22. **Instrumental Ensemble.** One-half hour of credit granted for each quarter of work.

### PHYSICAL EDUCATION AND HEALTH

**Plan:** A physical examination is conducted by competent college physicians to determine the physical condition of the individual and his needs in physical education and health supervision and to encourage his improvement. Those students who are in need of corrective physical education are given the opportunity to enroll in classes in which exercises of a remedial nature are given.

A one-piece blue gymnasium suit and white tennis shoes are required for all physical education activities for women. Towels and locks for lockers are issued, but the student is responsible if these are lost.

#### Courses for Men and Women

**100-1. Remedial Physical Education. (Women).** This course aims to give instruction in postural improvement and to assist the individual through suggestions and exercises to overcome any postural defects which a physical examination has revealed and to a sense of the meaning of good posture. The exercises which are prescribed for each individual are for the purpose of overcoming such defects as round shoulders, exaggerated curves in the dorsal and lumbar region, lateral spinal deviations, fallen arches, overweight, and underweight. Meets twice a week during fall quarter.

**101-1. Dancing. (Women).** Folk dancing—This includes the characteristic folk dances of the various nations. Tap dancing, in which fundamental steps, routines, and character dances are learned; the modern dance, in which the fundamentals and techniques are studied and opportunity is given for self-expression and creativeness. Meets twice a week during the winter quarter.

**102-1. Sports Technique. (Women).** The skills of team games such as soccer, speed ball, basketball, volley ball, and soft ball, and of individual activities such as tennis, badminton, track, and field events are learned. The course also includes a study of rules and self-improvement tests. Meets twice a week during the spring quarter.

**110-2. Physical Education Methods.** Physical education activities are studied and classified according to the needs of children of various ages. Some time is devoted to the planning of physical education activities. Opportunity is given for conducting classes in physical education in the training schools.

**112-1. Physical Education. (Men).** Remedial work will be given throughout the course to assist in overcoming any defects which the physical examination reveals. Soft ball, touch football, and soccer. Meets twice a week during the fall quarter.

**113-1. Physical Education. (Men).** Basketball, volley ball, badminton, and the skills of various other games. Meets twice a week during the winter quarter.

**203-2. Girls' Organizations.** The conducting and administration of such organizations as Camp Fire Girls, Girl Scouts, and Girls' Athletic Associations. This course includes trail blazing, outdoor cooking, hiking, etc.

**206-2. Coaching. (Men).** Especially designed to prepare teachers to handle athletics in the public schools. In the fall, football is studied; in the winter, basketball; and in the spring, track and intramural games.

**207-2. Coaching. (Men).** A continuation of Physical Education 206.

**208-2. Coaching. (Men).** A continuation of Physical Education 207.

#### PUBLIC SPEAKING AND DRAMATICS

**Aims:** The aims of the courses in speech are: (1) To give prospective teachers sufficient training in public speaking to enable them to make an effective presentation of their material before their classes and to take their part in the public affairs of the community which they serve; (2) to prepare students who have genuine speech ability to teach public speaking and coach forensics; (3) to prepare students to act as directors of school and community plays.

##### Public Speaking

**105-2. Effective Types of Speaking.** The aim of this course is to give experience in public speaking. Some time is given to extemporaneous speaking, debating, impromptu speaking, the formal speech, and interpretative reading. The course is open as an elective to freshmen and all other college students who have not had previous college training in speech or who make special arrangements with the instructor. This course furnishes each student with a foundation in speech upon which he can continue to improve his own speech technique.

**106-2. Effective Types of Speaking.** A continuation of Public Speaking 105.

**107-2. Effective Types of Speaking.** A continuation of Public Speaking 106.

**203-3. Advanced General Public Speaking.** This course includes study and practice in the effective delivery of the various speech forms and is the logical sequence to follow Public Speaking 105, 106, and 107.

**204-3. Argumentation and Debate.** This course is open to all college students who have had previous training in debate either in high school or college, or those who have taken college courses in speech work. Others may gain admission by special arrangement with the instructor. The work of the course is devoted to study and practice of correct debate technique, and is adapted to a consideration of the regular debate question.



**205-3. Advanced Extempore Speech.** This course is for advanced students of public speaking and is designed to supplement the training of the college student in speech work so as to render him capable of delivering effective extemporaneous and other prepared speeches before public audiences.

**206-3. Argumentative Composition and Theory.** This course is open to students who have had Public Speaking 107 or its equivalent, and is strongly recommended to all students preparing themselves to participate in intercollegiate debating in college. The various forms of logic, refutation, and argumentation are studied, together with case-briefing, and debate technique.

**207-3. Argumentation and Debate.** See detailed description of this course under Public Speaking 204.

**208-3. The Oration.** In this course a study is made of the best orations of ancient and modern times for the purpose of developing forms of expression which can be used in practical experience and assistance in writing original orations and formal speeches.

(Note: Courses 203 and 206, 204 and 207, and 205 and 208 are offered alternately.)

#### Dramatics

**100-2. Play Directing.** A course for students interested in preparing themselves to do some sort of dramatics work in the public schools. A study of the various types of plays, methods of casting, and types of rehearsals; an examination of the various methods of directing plays; a study of the atmosphere, acting technique, grouping, tempo, and climax.

**101-2. Play Directing.** A continuation of Public Speaking 100.

**102-2. Play Directing.** A continuation of Public Speaking 101.

**210-2. Advanced Play Directing.** Further and more detailed study of the various aspects of directing, with emphasis on the principles of acting. Actual experience in directing one-act plays of the elementary class and more acting opportunities. Prerequisite: Public Speaking 100, 101, 102.

**211-2. Advanced Play Directing.** A continuation of Public Speaking 210.

**212-2. Advanced Play Directing.** A continuation of Public Speaking 211.

#### SCIENCE AND MATHEMATICS

**Aims:** The chief reasons for offering science and mathematics in a program of studies are: (1) To promote the development of the scientific attitude in teachers; (2) to give an understanding and appreciation of the wealth of material available for all phases of educational work.

#### Chemistry

**120-3. General Chemistry.** An introduction to the science of chemistry. The course consists of the study of a few typical elements, both metals and non-metals. The chemistry of some important compounds and their economic value is also considered. Much emphasis is placed on the principles involved in the reactions of these elements and compounds. Two lecture periods and one laboratory period.

**121-3. General Chemistry.** The course is a continuation of Science and Mathematics 120. It is the study of the families of non-metals and the important compounds they form. The periodic arrangement of the elements and the structure of atoms and molecules is also studied. Prerequisite: Science and Mathematics 120.

**122-3. General Chemistry.** An elementary study of some of the carbon compounds followed by a study of the metals. During the last four weeks, the student is introduced to the methods for the qualitative separation of metals. Prerequisite: Science and Mathematics 121.

**220-4. Qualitative Analysis.** The principles of the separation and identification of metallic and non-metallic ions and radicals. After a preliminary study of known substances, the student is required to work out a number of unknown substances. Two lectures and two laboratory periods. Prerequisite: Science and Mathematics 120, 121, 122.

**221-4. Quantitative Analysis.** The general principles of volumetric analysis. The student is required to prepare his own standard solutions with which to determine the samples submitted for analysis. Two lectures and two laboratory periods. Prerequisite: Science and Mathematics 220.

**222-4. Quantitative Analysis.** The general principles of gravimetric analysis. It includes the determination of samples by various precipitation methods. Several metals are determined by electrolysis. Special work is given to those who desire it. Two lectures and two laboratory periods. Prerequisite: Science and Mathematics 221.

## Biology

**100-3. Agricultural Biology.** An introduction to biology adapted for teachers of rural schools. It provides a biological basis for agricultural problems and also provides material with which the teacher can stimulate the child's interest in his environment.

**108-4. General Botany.** A study of the plant as a whole, followed by the microscopic study of the principal tissues and their functions. The method of reproduction and relation to the environment are also considered. The latter part of the course is a type study of the great groups of plants.

**109-4. General Zoology.** A study of the animal kingdom, emphasizing the principles of morphology, physiology, heredity, classification, and evolution of animals.

**110-4. Economic Biology.** A study of plants and animals in the relation to man and the principles involved in their control or conservation. Prerequisite: Science and Mathematics 108 and 109.

**205-4. Systematic Botany.** Taxonomy and classification of the flowering plants. Particular attention to the plants of this locality. Prerequisite: Science and Mathematics 108.

**206-4. Vertebrate Zoology.** A study of the structure, physiology, habits, and classification of the higher animals. Prerequisite: Science and Mathematics 109.

**207-4. Physiology.** A course in human biology dealing with the fundamental structure and function of the human mechanism.

## Mathematics

**106-3. Arithmetic.** This course covers the field of elementary school mathematics through the junior high school. The student is expected to master the essentials of subject matter in this field and is given a thorough understanding of the basic principles of mathematics underlying the course covered. In addition, the student studies several text series, several courses of study, and some of the summaries of research done in the field of elementary school mathematics.

**111-4. College Algebra.** Fundamental operations. Solution of equations through quadratics. Exponents and radicals.

**112-4. College Algebra.** Variations, progressions, binomial theorem of equations, theory of logarithms, probability, and mathematics of finance. Prerequisite: Science and Mathematics 111.

**113-4. Trigonometry.** The elements of Plane Trigonometry with applications.

**214-4. Analytic Geometry.** The straight line, circle, parabola, hyperbola, ellipse. Prerequisite: Science and Mathematics 112 and 113.

**215-4. Differential Calculus.** Elements of integral calculus. Prerequisite: Science and Mathematics 214.

**216-4. Integral Calculus.** Elements of integral calculus. Prerequisite: Science and Mathematics 215.

## Physics

**230-4. Physics.** Elements of mechanics with dimensional analysis. Prerequisite: Science and Mathematics 111 and 112.

**231-4. Physics.** Introduction to magnetism, electricity, and sound. Prerequisite: Science and Mathematics 230.

**232-4. Physics.** Introduction to optics and heat. A study of a few theories and problems of modern physics. Prerequisite: Science and Mathematics 231.

## SOCIAL SCIENCE AND HISTORY

**Aims:** The aims of social science work are: (1) To give an understanding of society, government, and economic institutions; (2) to provide the various groups in society—geographic, racial, and economic—with a knowledge of the integrating factors tending to develop common bases of interest and training, thereby promoting the solidarity of American life.

**104-1. Current History.** A study of the important foreign, national, and state news presented in the newspapers and magazines. An attempt is made to acquaint the students with several of the best sources of information on current events.

**105-2. South Dakota History and Civics.** This course deals with the history and government of our state, which is considered one of the most interesting in the Union. About half of the term is devoted to each of the subjects mentioned in the title of the course. The work will consist of lectures, text assignments, and library projects.

**106-2. Scouting.** In this course students have an opportunity to become acquainted with Scout work. Both the practical and theoretical aspects of the work are stressed. The college sponsors a Scout Troop in order that actual observation and participation may be carried on.

132-3. **European History.** Europe from 1648 to 1815. A study of the history of Europe from the Treaty of Westphalia through the Napoleonic wars and their chief results. The educational, social, and economic phases are emphasized.

133-3. **European History.** This course deals with the development of Europe from the Congress of Vienna to the World War (1815 to 1914). Special emphasis is laid on the causes and events leading to the World War.

134-3. **European History.** Europe since 1914. A brief review of the causes of the World War. Study of the World War and conditions in Europe since its close.

200-4. **Principles of Economics.** A study of our economic organization, as it has developed out of manorial England and early American life. The theories of value and distribution are introduced to give a student a preliminary view of the functioning of modern industrial society.

210-4. **Principles of Sociology.** A study of our social organization, with attention to social orders, forces, processes, and the factors of progress, especially as affected by education.

220-4. **American Government.** A study of our political organization as developed in America for purposes of social progress and control. The course aims to give a preliminary treatment on the collegiate level of national, state, and local government.

231-4. **American History.** This course deals with American history from the discovery of America to the Civil War. The work consists of lectures, readings, reports, and discussions.

232-4. **American History.** American history from the Civil War to the present. Special emphasis is placed on the political, social, and economic phases of the work, and considerable time is given to study of present-day problems.

240-4. **Geography.** A study of the relationships between human activities and types of natural environment is made in this course. The purpose is to give the student a general knowledge of natural environmental conditions throughout the world. The course also serves the needs of the student specializing in history, economics, and sociology.

## SUMMARY OF ENROLLMENT

1934-35

	Total	Grand Total
College Students—Regular Year		
Sophomores .....	66	
Freshmen .....	161	
Special .....	6	233
College Students—Summer, 1935		
College .....	95	
Special .....	15	113
Duplicates of regular year.....	22	91
Correspondence Study Students.....		40
Eastern High School—Regular Year.....		70
Campus Training School (Eight grades).....		123
Washington School (Eight grades).....		241
Grand Total.....		798

1935-36

	Total	Grand Total
College Students—Regular Year		
Sophomores .....	81	
Freshmen .....	136	
Special .....	5	222
College Students—Summer, 1936		
College (First Session).....	72	
Special .....	20	92
Duplicates of regular year.....	16	76
College (Second Session).....	11	
Special .....	3	14
Duplicates of first session.....	14	
Correspondence Study Students.....		42
Eastern High School—Regular Year.....		83
Campus Training School (Eight grades).....		118
Washington School (Eight grades).....		238
Grand Total.....		779

